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ABSTRACT

A survey of 95 Pennsylvania institutions of higher education was undertaken in November 1979 to: (1) determine the current state of professional development activities, (2) discover the types of professional development resources that institutions could share, and (3) disclose the kinds of professional development services perceived to be most needed from the state Department of Education. Both existing and planned involvement was found in 56 to 65 percent of the responding institutions. Those involved in these activities were tending to expand their involvement, while those not involved seemed to remain uninvolved: involved institutions tended to foster a variety of types of programs. A strong interest is shown in programs concerned with: faculty training in the use of a variety of course presentation methods: administrative training in management techniques; and faculty training in the development and use of varied course material. Most institutions involved in professional development activities have shareable resources such as information, consultants, needs assessment instruments, learning packages, or taped programs. As the extent of involvement increases, so does the amount of these shareable resources. Graphs and charts show the distribution of programs and interest in the institutions surveyed. The survey instrument is appended. (MSE)

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THE STATE OF PROFESSIONAL DEVELOPMENT IN PENNSYLVANIA INSTITUTIONS OF HIGHER EDUCATION 1979-80

The State of Professional Development In Pennsylvania Institutions of Higher Education 1979-80

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MAR 7 1980

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INTRODUCTION

In November, 1979, the Division of Professional Development in the Pennsylvania Department of Education surveyed Pennsylvania institutions of higher education. The purpose of this was threefold: 1) to determine the current state of professional development activities in these institutions, 2) to discover the types of professional development resources which the institutions could share among themselves and 3) to disclose the kinds of professional development services the institutions perceive as most needed from the Department of Education.

To generate a list of individuals to complete the survey form, letters were mailed to the presidents of higher education institutions, asking them to provide the names of their personnel most familiar with professional development activities. From the 139 letters sent, 102 (73.4%) usable replies were received. In reviewing the composition of the group replying, it was found that these 102 institutions were broadly representative of the intended survey population.[1] Hence, survey forms were mailed to the people named at these institutions.

Of the 102 surveyed, 95 institutions completed and returned the survey form,[2] producing a response rate of 93.1%. The survey results are presented below.

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[1]Not included in the intended survey population were specialized associate degree-granting institutions and branch campuses of multi-branch institutions. Hence, the survey results should not be considered representative of these institutions.

[2]The questionnaire was in part based on information found in William Toombs' "A Three Dimensional View of Faculty Development" in *Journal of Higher Education*, Vol. XLVI, No. 6, 701-717. A copy of the questionnaire is found in the appendix of this report.

CURRENT STATE OF PROFESSIONAL DEVELOPMENT ACTIVITIES

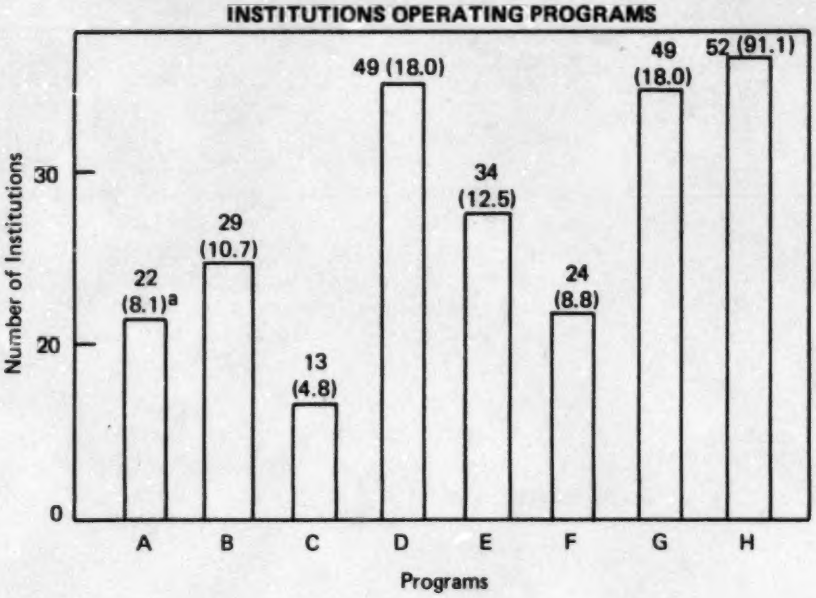
According to the survey, there is much activity and interest in professional development programs among Pennsylvania institutions of higher education. There are, for example, 272 programs reported to be in operation, while an additional 131 are reported as being planned or developed.

It is interesting to note, however, that all the existing programs are found in 64 (67.4%) of the responding institutions. Furthermore, of the institutions which have existing programs, 42 (65.6%) are planning to initiate additional programs, while only 11 (35.5%) of the 31 institutions without existing programs are planning to initiate programs. This indicates that those involved in professional development activities are generally tending to expand their involvement, while those not involved are generally tending to remain uninvolved. This situation could, of course, change in the future.

The number of reported existing programs per institution ranged from a low of zero (for 30, or 31.9%, of the institutions) to a high of nine (for one). Of those with existing programs, the median number of programs per institution was four, the mean was 4.27 and the mode was three. This indicates that involvement in professional development tends to be displayed in multiple programs.

The following graphs present a more detailed account of the current state of professional development activities.

GRAPH 1
NUMBER OF HIGHER EDUCATION INSTITUTIONS OPERATING PROGRAMS

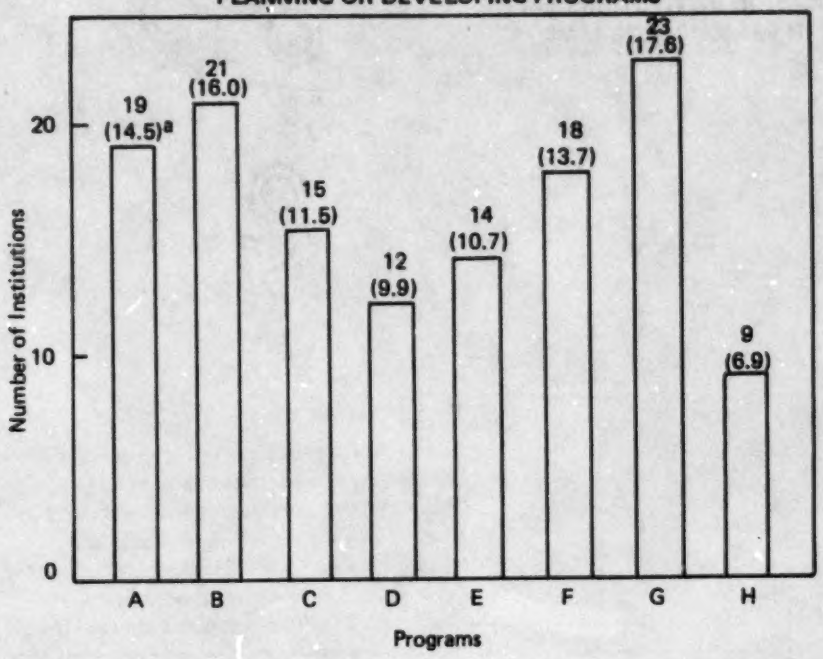


[a]Parenthetical numbers are percents of institutions.

Program Key:

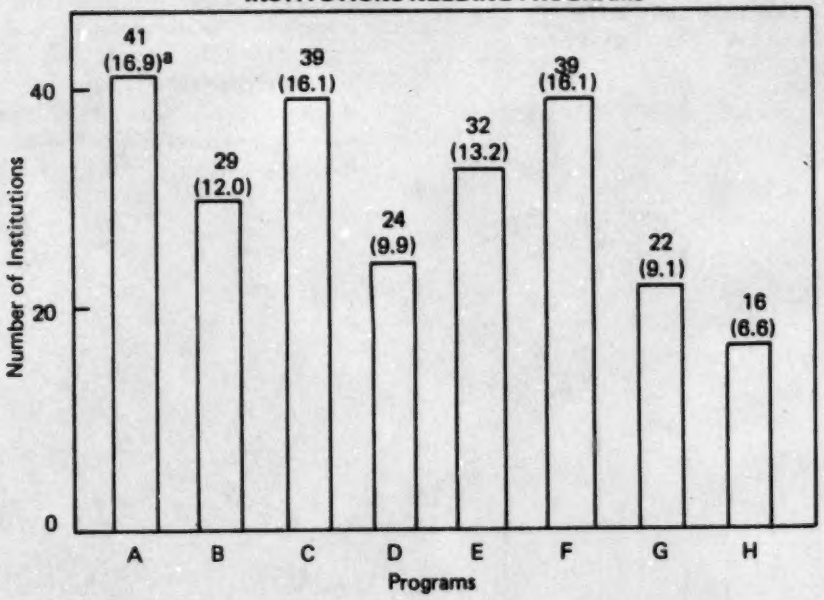
A: Faculty training in the use of a variety of course presentation methods.
B: Faculty training in development and use of varied course materials.
C: Faculty training designed to improve student testing procedures.
D: Faculty develop and improve the design, implementation and evaluation of courses and programs within the curriculum.
E: Faculty and administrative personnel are involved in experiences in career renewal.
F: Administrative training in management techniques.
G: Faculty participate in planning with management for the continued development of the institution.
H: Faculty participate in research and scholarly investigation while improving their own grasp of knowledge in their discipline.

GRAPH 2
NUMBER OF HIGHER EDUCATION INSTITUTIONS PLANNING OR DEVELOPING PROGRAMS



[a]Parenthetical numbers are percents of institutions.

GRAPH 3
NUMBER OF HIGHER EDUCATION INSTITUTIONS NEEDING PROGRAMS



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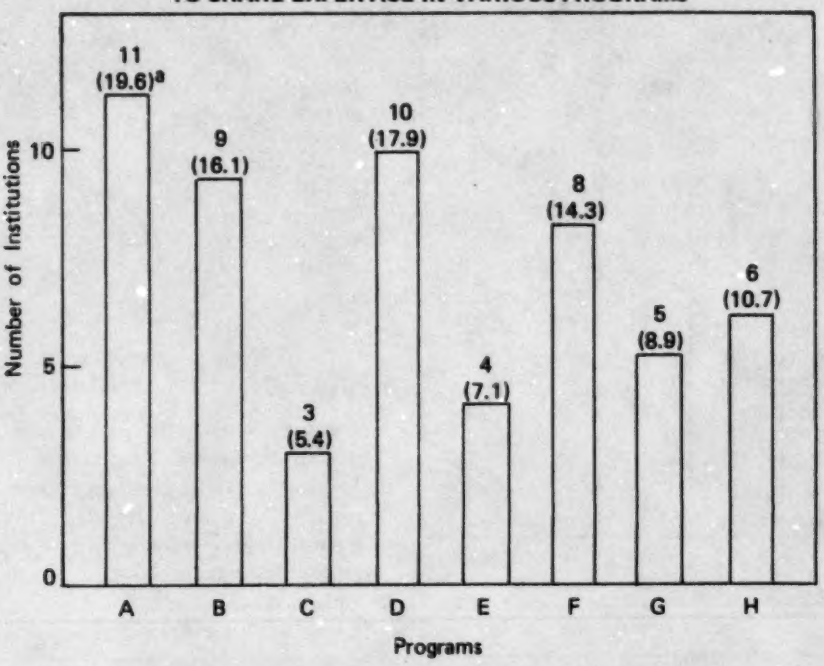
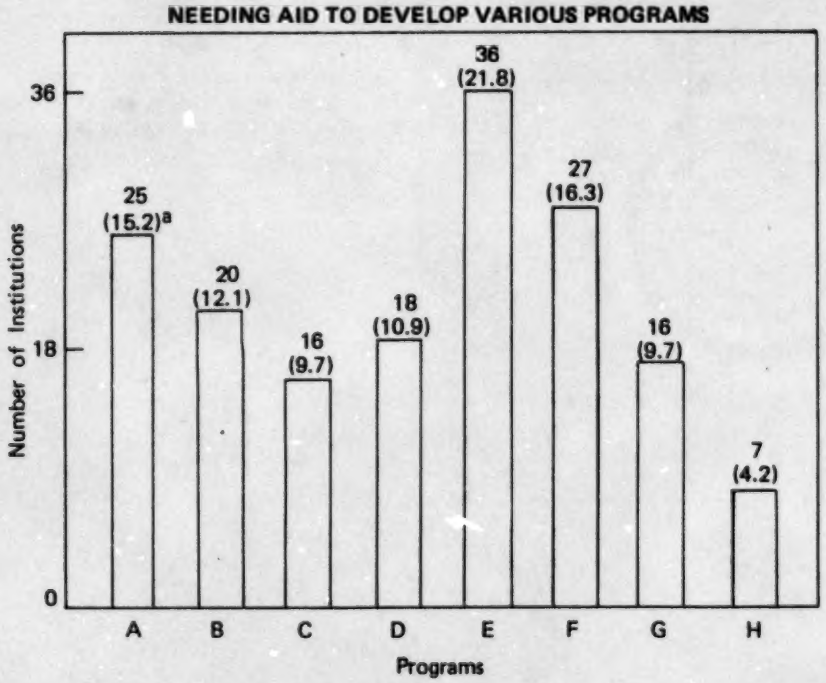
F: Administrative training in management techniques.
G: Faculty participate in planning with management for the continued development of the institution.
H: Faculty participate in research and scholarly investigation while improving their own grasp of knowledge in their discipline.

GRAPH 4
NUMBER OF HIGHER EDUCATION INSTITUTIONS ABLE TO SHARE EXPERTISE IN VARIOUS PROGRAMS



[a]Parenthetical numbers are precents of institutions.

GRAPH 5
NUMBER OF HIGHER EDUCATION INSTITUTIONS NEEDING AID TO DEVELOP VARIOUS PROGRAMS



[a]Parenthetical numbers are percents of institutions.

Program Key:

A: Faculty training in the use of a variety of course presentation methods.
B: Faculty training in development and use of varied course materials.
C: Faculty training designed to improve student testing procedures.
D: Faculty develop and improve the design, implementation and evaluation of courses and programs within the curriculum.
E: Faculty and administrative personnel are involved in experiences in career renewal.
F: Administrative training in management techniques.
G: Faculty participate in planning with management for the continued development of the institution.
H: Faculty participate in research and scholarly investigation while improving their own grasp of knowledge in their discipline.

In reviewing the preceding graphs, it becomes apparent that there is strong interest among the institutions of higher education in three particular types of professional development programs. These are: 1) faculty training in the use of a variety of course presentation methods, 2) administrative training in management techniques and 3) faculty training in the development and use of varied course materials. This interest is revealed by 1) ranking programs according to the frequency with which they are cited across all graphs and 2) ranking them according to their frequency in Graphs 2 and 3.[3] When this is done, the following relationships appear:

TABLE 1. PROGRAMS RANKED ACCORDING TO FREQUENCY ACROSS ALL GRAPHS

RANK	PROGRAM
1	Faculty training in the use of a variety of course presentation methods.
2	Administrative training in management techniques.
3	Faculty training in development and use of varied course materials.
4	Faculty and administrative personnel are involved in experiences in career renewal.
5	Faculty develop and improve the design, implementation and evaluation of courses and programs within the curriculum.
6	Faculty participate in planning with management for the continued development of the institution.
7.5	Faculty training designed to improve student testing procedures.
7.5	Faculty participate in research and scholarly investigation while improving their own grasp of knowledge in their discipline.

TABLE 2. PROGRAMS RANKED ACCORDING TO FREQUENCY ACROSS GRAPHS 2 AND 3

RANK	PROGRAM
1	Faculty training in the use of a variety of course presentation methods.
2	Administrative training in management techniques.
3	Faculty training in development and use of varied course materials.
4	Faculty training designed to improve student testing procedures.
5	Faculty participate in planning with management for the continued development of the institution.
6	Faculty and administrative personnel are involved in experiences in career renewal.
7	Faculty develop and improve the design, implementation and evaluation of courses and programs within the curriculum.
8	Faculty participate in research and scholarly investigation while improving their own grasp of knowledge in their discipline.

SHAREABLE PROFESSIONAL DEVELOPMENT RESOURCES

The survey revealed that 59 (62.8%) of the responding institutions have at least one type of shareable resource. Fifty-eight (61.7%) are able to share information on professional development; 34 (36.2%), consultants; 12 (12.8%), needs assessment instruments; 7 (8.5%), learning packages; 7 (7.5%) taped programs.

The number of shareable resources per institution ranged from a low of zero (for 35, or 37.2%, of the institutions) to a high of five (for one). Of those with shareable resources, the median and model number of resources was two; the mean was 1.98. This indicates a slight tendency for these institutions to have more than one shareable resource.

Not surprisingly, there is a noticeable tendency for institutions with professional development programs to have shareable resources. There is also a tendency for the number of such responses to increase as the number of programs increase.

[3]These were selected because they promise to be the most direct indicators of interest.

RESPONDENTS' PERCEPTION OF NEEDED SERVICES

As part of the survey, respondents were asked their perception of the need for ten suggested professional development services which could be provided by the Pennsylvania Department of Education. Respondents replied by indicating, on a scale of one to seven,[4] their perception of the degree of need for each service.

To determine the services deemed most needed, criteria[5] were established for distinguishing needed from unneeded services. Needed services were then ranked according to their degree of perceived need, producing the following results:

In a time of tightened budgets, it is not surprising to note that the service perceived as most needed is the provision of seed grants to help institutions initiate professional development programs. However, it is perhaps more interesting to note that the service perceived as the second most needed is administrative seminars on management trends and processes. This meshes with the previously cited strong interest in administrative training in management techniques and underlines the importance of knowledge in this area to the institutions. It is also interesting to note that the service felt to be the third most needed is faculty seminars on teaching, learning and evaluation processes. This meshes with the above mentioned interest in faculty train-

TABLE 3. SERVICES RANKED ACCORDING TO PERCEIVED NEED

SERVICE	% OF SCORES INDICATING NEED	MEAN SCORE	RANK[a]
Resource handbook of contact people and programs.	69.1	5.12	4
Resource network to put people in contact with others involved in particular programs.	59.9	4.72	5
Seminars for faculty on teaching, learning and evaluation processes.	72.8	5.38	3
Seminars for administrators on management trends and processes.	75.5	5.41	2
Sponsor a publication on professional development trends in Pennsylvania and the nation.	35.0	3.86	
Seed grants to help institutions initiate programs.	84.7	6.05	1
Institute a statewide advisory task force for planning and implementing programs.	34.2	3.52	
With statewide task force, develop comprehensive package usable by institutions implementing professional development process.	41.9	3.99	
Sponsor annual conference.	47.8	4.27	
Develop tape library on professional development.	52.8	4.36	6

[a]A blank space in this column indicates the service was perceived as unneeded.

[4]A "1" represented a low degree of need; a "7," a high.

[5]A service was considered needed if 1) its mean score was greater than 4.0 (which placed it on the "high need" end of the scale), and 2) 50% or more of the respondents gave it a score equal to or greater than 5 (which indicated that at least half the respondents considered it needed).

ing in course presentation methods and materials and highlights the importance of teaching expertise to the institutions.

SUMMARY OF FINDINGS

The survey results evidence much activity and interest among Pennsylvania institutions of higher education in professional development programs. Presently, however, both existing and planned involvement is occurring in 56 to 65% of the responding institutions. This indicates that institutions involved in professional development activities are tending to expand their involvement, while those not involved are tending to remain uninvolved. Furthermore, involved institutions tend to foster a variety of types of programs.

The surveyed institutions show a strong interest in professional development programs concerned with 1) faculty training in the use of a variety of course presentation methods, 2) administrative training in management techniques and 3) faculty training in the development and use of varied course materials. This interest is attested to by both the number of existing and/or planned programs and the perceived need for programs in these areas.

Concerning the types and quantity of shareable resources, the survey revealed that most institutions involved in professional development activities have shareable resources, and that as the extent of involvement increases, so does the variety of such resources.

DISCUSSION

As is often the case with surveys, the present study has not only answered, but also raised questions. It is now known, for instance, that nearly one fourth of the surveyed institutions are neither involved nor planning to become involved in professional development activities. This raises the twofold question of whether these institutions share a common characteristic(s) which distinguishes them from the involved institutions, and, if so, how this characteristic(s) is related to involvement in professional development. It is also now known that the majority of the surveyed institutions have ongoing professional development programs. This in turn raises the questions of how heavily used these programs are, their exact nature and whether they have a noticeable, desired impact on their participants. Questions such as these remain as a focus for additional study and, if answered, promise to shed additional light on the state of professional development in Pennsylvania institutions of higher education.

APPENDIX

SURVEY
PROFESSIONAL DEVELOPMENT FOR HIGHER EDUCATION

1. Please indicate (✓) the stance of your institution relative to faculty and administrative development programs.	Program now in operation.	Developing a program now.	Planning a program.	Need a program.	Could share this program.	Could possibly use outside assistance in this area.	Program not needed.
a. Faculty training in the use of a variety of methods of course presentation.							
b. Faculty training in the development and use of various materials (A.V.A., computer, learning modules, etc.) for courses.							
c. Faculty training designed to improve student testing procedures.							
d. Faculty develop and improve the design, implementation and evaluation of courses and programs within the curriculum.							
a. Faculty and administrative personnel are involved in experiences in career renewal.							
f. Training of administrative staff in skills leading to the improvement of management techniques.							
g. Faculty participate in planning with management for the continued development of the institution; e.g. methods of reaching and accommodating "new" types of student, improving student retention or futures planning.							
h. Faculty participate in research and scholarly investigation while improving their own grasp of knowledge in their discipline.							
i. Other _____ _____							

2. Please attach any handouts, handbooks or related materials which explain types of programs, learning packages, projects and continuing education courses which are being implemented to promote internal professional development.

3. Using the scale provided, please estimate (✓) the degree of need on your campus for each of the following services that the Pennsylvania Department of Education, Office of Higher Education could provide to assist your institution in its professional development work.

	Degree of Need						
	Low						High
a. Develop and distribute resource handbook consisting of contact people and programs in professional development available across the state.	a. ___	___	___	___	___	___	___
b. Institute a phone referral and resource network to put people in touch with people who have established particular programs in Pennsylvania and around the country.	b. ___	___	___	___	___	___	___
c. Sponsor regional and/or statewide seminars for *faculty* on teaching, learning and evaluation processes.	c. ___	___	___	___	___	___	___
d. Sponsor a series of regional and/or statewide seminars for college *administrators* on management trends and processes.	d. ___	___	___	___	___	___	___
e. Sponsor a publication on professional development trends in Pennsylvania and the nation.	e. ___	___	___	___	___	___	___
f. Provide seed grants to help institutions initiate professional development activities.	f. ___	___	___	___	___	___	___
g. Institute a statewide professional development advisory task force for planning and implementing statewide programs.	g. ___	___	___	___	___	___	___
h. With a statewide task force, develop a comprehensive instructional package which may be used by an institution to implement its own professional development process.	h. ___	___	___	___	___	___	___
i. Sponsor an annual conference for individuals involved in professional development.	i. ___	___	___	___	___	___	___
j. Develop a cassette and 8 track tape library where professional development tapes on learning, teaching, and management skills could be loaned to institutions.	j. ___	___	___	___	___	___	___
k. Other _____ _____	k. ___	___	___	___	___	___	___

4. Please indicate any part of your professional development process that could be shared with other institutions:

	Could Share? Yes	No	Fee Required? Yes	No
a. Information only	____	____	____	____
b. Consultant(s)	____	____	____	____
c. Learning packages	____	____	____	____
d. Video tapes, 8-track and/or cassette tapes, etc.	____	____	____	____
e. Professional development needs assessment instrument	____	____	____	____
f. Other (Please specify)				
_____				
_____	____	____	____	____

5. Contact Person: Name of respondent _____

Title _____ Institution _____

Address _____

Phone number _____

6. Please include the name(s) and address(es) of others working in the area of professional development at your institution.

_____

_____

7. May we share this information with other institutions? Yes _____ No _____

Additional comments (if any):

Reminder: We would appreciate your sending pertinent handouts concerning your professional development activities.

Please return by November 15, 1979 to:
Richard Dumaresq
Division of Professional Development
Pennsylvania Department of Education
Box 911, Harrisburg, PA 17126